

Continuous Provision Cards – Spring 1

Objectives

Shape, space and measure

- Use everyday language to talk about time (days and months).
- Explore the characteristics of everyday objects and shapes.
- Use mathematical language when describing everyday objects and shapes.

Number

- Count reliably with numbers 0 to 15.
- Place numbers 0 to 15 in order.
- Say which number from 0 to 15 is one more or one less.

Vocabulary

Day, week, month, year, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday January, February, March, April, May, June, July, August, September, October, November, December, before, after, between, today, tomorrow, yesterday, last, next, side, edge, corner, vertex, shape, curved, straight, one more, one less, order, zero to 15

Experience Maths through **Creative** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Perform the songs and rhymes using the resources. • Create four pictures from the song ‘Old Mother Hubbard’ and place them in order. • Select two different colours. Mix them together and use the paint to practise forming numerals. • Paint shapes and numbers. • Create a collage representing a number. • Work with play dough to create different shapes. • Create a yearly calendar of celebrations. • Create different seasonal pictures of Mary going to school. 	<p>How many masks do you need for the song or rhyme?</p> <p>Which colours have you used?</p> <p>How many different colours have you used?</p> <p>What can you say about your number collage?</p> <p>What can you tell me about your picture of Mary going to school?</p> <p>What will you add to your picture to make it look like it is January?</p>	<ul style="list-style-type: none"> ◆ Copy of resources for the units readily available. ◆ Primary colour paints, paintbrushes and number cards 0 to 15. ◆ Shape sponges, paintbrushes, paints of different colours. ◆ Play dough and kitchen cutting materials from the role play area. ◆ A selection of calendars and seasonal pictures.

Experience Maths through **Construction** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> Construct different buildings using 3-D shapes. Construct bridges of different lengths. Recreate constructions from photos or pictures. Investigate which shapes are best for building a tower, constructing cars, etc. 	<p>What can you tell me about this shape?</p> <p>What else has a similar shape?</p> <p>Why have you used that shape?</p> <p>How many bricks have you used?</p> <p>How many red bricks are there?</p> <p>How many bricks would there be if I added one more brick to your wall?</p> <p>Which wall has fewer bricks?</p> <p>What shape is the room?</p> <p>How many people could fit in the room?</p> <p>How many windows are there? If there are two windows and each window had one curtain, how many curtains would you have?</p> <p>Which shapes would you need if you wanted to build a car?</p>	<p>A range of different construction materials that are of different shapes and sizes.</p> <p>Pupils could bring in boxes that differ in shape and size.</p> <p>Pictures of different constructions</p>

Experience Maths through **Maths Display** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Sing the song Mary had a Little Lamb. • Select a shape from a feely bag and find the same shape in the display. • Place the days of the week in order. • Place the months of the week in order. • Place the missing numbers on the calendar. 	<p>On which day is the 2nd of January? How many Tuesdays are there in the month? Which months fall in spring? Which season comes after winter? What is the day today? What will the day be tomorrow? How many months are there in a year? Which number comes before three? Which number comes after nine? Which numbers come between fourteen and seventeen? How do you know that nineteen should be placed there?</p>	<ul style="list-style-type: none"> ♦ A display for the song Mary Had a Little Lamb. ♦ Each week make alterations to ensure that the display promotes the learning for that week as well as prior learning. ♦ Resources could include: ♦ Feely bag with different shapes that match the shapes on the display, ♦ Different seasonal pictures, ♦ A calendar with numbers missing for pupils to stick on or write in the correct order, ♦ Days of the week with hook and loop fasteners for pupils to place in order, ♦ Months of the year with hook and loop fasteners for pupils to place in order.

Experience Maths through **Role** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Book a holiday for a specific date. • Select the most suitable months for a winter holiday. • Change the calendar each day. • Create a window scene that shows what time of year it is. • Create shape pictures for the travel agent's. • Print shapes and patterns to create curtains, wallpaper, etc. • Use language that develop pupils concept of time, such as morning, night. Change the window scene and clock to illustrate different times of day. • Recognise and use numbers within 15 for dates, money, page numbers, etc. 	<ul style="list-style-type: none"> • When are you going to book your holiday for? • Which month will that be? • How do you know the weather will be cold in December? • On what day will you fly? • What will you need to pack for your holiday? • What will you pack first? • How many T-shirts will you need to pack? Why? • How many days will you be away for? • What will you do first, second, third, last when you go to the beach for your holiday? • How many different numbers, shapes can you find in the home corner? 	<p>Set up a travel agent's shop with a seating area and a desk. Include curtains, clock, open/closed sign, welcome sign, shape holiday pictures, calendar, seasonal window scenes, pens, paper</p> <p>Seating area: calendar, holiday brochures, posters, maps, pictures of different transport, clock, open/closed sign</p> <p>Display and paying area: telephone and reservation book, till, money, tickets, stamps</p> <p>Additional resources: passports, postcards, credit cards</p> <p>*A different holiday destination area could also be provided for pupils, which could include resources for a summer holiday (summer clothes, sunglasses, buckets, spades) and a winter holiday (winter clothes, blankets, skis).</p> <p>Another idea would be to provide a camping holiday in your outdoor area.</p>

Experience Maths through **Sand** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Use the sand play area as an opportunity to encourage pupils to explore mark making and practise writing numerals and representations for numbers within 15. • Count a number of objects and write the numeral in the sand. • Count spots on a card and write the numeral. • Select a number card and place object in the sand to represent the number 	<ul style="list-style-type: none"> • How many shells are there? • Which of these cards has 15 spots? • Can you write a number that is greater than 14? • How do you know that it is greater than 14? • What can you tell me about 13? • Describe to me how to write the number 10. • How is your number the same as the number card? How is it different? How could you improve your writing of the number? • Can you put 15 pasta shells in the sand? • Can you arrange them into one row? • How else could you arrange them? • What can you say about how you have arranged the pasta shells? • How many different ways can you think of to arrange these 15 pasta shells? 	<ul style="list-style-type: none"> ♦ Damp sand ♦ sticks ♦ combs ♦ rakes ♦ cutters ♦ coloured sand ♦ squirty water bottles ♦ lentils ♦ pasta ♦ shells ♦ lollipop sticks ♦ spotted cards ♦ picture cards ♦ number cards ♦ number names

Experience Maths through **Small world** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Make patterned towels using white fabric and paint. • Create animals using shapes. • Sort the creatures into groups. • Share a specified number people between boats (this can be equally or unequally). • Sort the animals into groups. • Create a packing list for the holiday, including numbers for quantities and shapes for items to pack. 	<ul style="list-style-type: none"> • What can you tell me about the shapes you have used? • What can you tell me about the pattern on your towel? • How many people are there on the first boat? How many people are there on the second boat? How many people are there on the third boat? How many people are there altogether? • How many people would there be if one more got on the second boat? • How have you sorted the creatures? • Can you sort them in a different way? • Can you find a shape on the picture that has no corners? • Which shapes have curved sides? 	<ul style="list-style-type: none"> ◆ Create a summer beach scene using play dough, yellow paper, glitter and pebbles. ◆ Use blue paper to represent the sea. ◆ On the beach scene there should be opportunities for pupils to display their work. ◆ Place or make small sea and sand creatures in the small world play area, such as fish, whales, crabs, seagulls. ◆ Include people in the beach scene. ◆ Include summer holiday catalogues, summer pictures, boats

Experience Maths through **Table top** play

Experience Maths through Table top play		
Activities	Questioning	Provision
<ul style="list-style-type: none"> • Pupils will apply the knowledge of ‘the same’ when sorting objects as part of table-top play. • Copy and continue the pattern. • Place a shape (triangle, square or circle) on the table and ask pupils to add shapes that are the same to the table to create a display. • Place shapes in order according to their size. • Place pieces of string in order according to their size. • Place a spotted number card on the table for pupils to represent in different ways (concrete, pictorial, abstract). 	<ul style="list-style-type: none"> • How have you sorted these? • How is this group the same? • How is this group not the same? • Why have you sorted them in this way? • What can you tell me about this shape? • What can you tell me about your pattern? • How many different colours are there in your pattern? How many pegs have you used? • How have you represented 17? How else could you represent 17? 	<p>Create some patterns:</p> <ul style="list-style-type: none"> ♦ blue, red, blue, red; ♦ blue, green, red, blue, green, red; ♦ black, yellow, black, yellow; ♦ black, white, yellow, black, white, yellow; ♦ circles, triangles, squares. <p>Add:</p> <ul style="list-style-type: none"> • An example of three shapes in order according to their size as a model for pupils to follow; • An example of 3 pieces of string in order according to their length as a model for pupils to follow; • Spotted number cards and a range of concrete, pictorial and abstract representations of the numbers.

Experience Maths through **Water** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Pupils will apply their knowledge of ‘the same’ when sorting objects as part of water play. • Place a spotted number card in the area for pupils to represent in different concrete ways. • Place a range of shapes for pupils to explore and describe • Place balances and cups and encourage pupils to explore how to make each side balance. 	<ul style="list-style-type: none"> • How many shells have you put onto the water? Do they float or sink? • How can you arrange these shells? • How can you arrange them differently? • I have placed some cubes on the balance. How can you make it balance, using water? • How do you know that each side is the same? • What can you say about the shape? • How many corners does the shape have? • How many sides does the shape have? • How many straight, curved sides does the shape have? 	<ul style="list-style-type: none"> • Spotted number cards and a range of concrete materials for representing the numbers • A range of plastic shapes • Balances, cubes, counters, cups, jugs